

Tapton SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

Teacher of English Tapton School



Application Pack

Tapton
SCHOOL



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Registered office: England and Wales. VAT Number: 134392225.

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Headteacher Welcome



I am incredibly proud to lead a school that strives to make education a transformational experience for all, regardless of ability or background. Our ethos of Valuing Everyone, Caring for Each Other and Achieving Excellence underpins everything that happens in our school.

All staff are invested in these core values and we work together to improve the life chances and dreams of all our students through ongoing progress and improvement in learning. Our record of sustained success reflects this commitment to raising achievement for everyone.

Tapton has the highest expectations of its students in every area of school life. Our school is a caring, nurturing and ordered community with an atmosphere of calm and purposeful learning. This is to ensure that all our students feel safe and secure. We are kind, we work hard and we follow the rules.

Safeguarding is everyone's responsibility and all our staff undertake regular training to keep up to date on the latest guidance from 'Keeping Children Safe in Education'. Safer recruitment practices reflect our commitment to this aim. As part of the recruitment process Tapton colleagues will carry out a number of checks to ensure the successful candidate champions the safety, wellbeing and success of all our students.

We are an inclusive school and treat all students as individuals. We recognise and celebrate different abilities, aptitudes and interests, and believe that everyone can develop through dedication and hard work. Our aspiration is to have the best behaviour, conduct and manners of any school in the country, whilst recognising that children learn and grow at different rates as they become responsible citizens.

We look forward to welcoming you into our school community.

Kathryn Rhodes

Our School

- Tapton is values-led secondary school with approximately 1817 students including around 468 in post-16 study. We value everyone, care for each other and achieve excellence.
- We pride ourselves on our culture of high expectations delivered with high support and care for each student as an individual.
- Tapton has higher than average prior attainment, however, our catchment and demographics vary greatly. We educate students from some of the most affluent postcodes in the city with high levels of university educated parents and students from postcodes in the most deprived areas of Sheffield with high range of social backgrounds and ensuring that they are all successful in their secondary education. The school offers a broad and extensive programme of extra and super curricular activities with high take up from students from all backgrounds.
- A culture of excellent teaching and learning is at the heart of everything we do at Tapton.
- Everyone's learning matters to us and we are proud to make a difference to the personal development of our students. We have high expectations and we know that learning goes hand in hand with relationships and trust. We make learning exciting, engaging and inspirational. Quality first teaching has been proven over and over again to have the biggest impact on student attainment and outcomes, we therefore invest heavily in staff development.
- Our staff work together as a professional community to ensure the best outcomes for all. We recognise that we are all learners with the capacity to develop and improve. Our teachers collaborate to form a shared understanding of what great teaching and learning looks like.



The Role

The Headteacher and Governing Board are seeking to appoint a Teacher of English to join Tapton School

JOB DESCRIPTION	
SCHOOL	TAPTON SCHOOL
POST TITLE	Teacher of English
SALARY RANGE	MPS/UPS
RESPONSIBLE TO	SUBJECT LEADER
PURPOSE OF JOB	To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and ensure delivery of high-quality teaching and learning for which the teacher is accountable.

Responsibilities

The postholder must at all times carry out his/her responsibilities within the spirit of Tapton School Academy Trust's Policies and Procedures, in particular the Trust's Policies on Equal Opportunities and Health and Safety and also, within the framework of the Education Act 1996.

Curriculum

- Contribute to curriculum development within English to ensure all students experience an ambitious and coherently planned curriculum.
- Adapt this curriculum to meet individual need and provide all learners, particularly the most disadvantaged, with the knowledge and cultural capital they need to succeed in life.
- Collaborate with colleagues across the school to identify commonality between subjects and adjust the delivery of the learning sequence to ensure students make connection.
- Manage the resources available for English and make recommendations in order to maintain and develop curriculum provision.
- Teach the required or expected knowledge, understanding and skills relevant to the curriculum for students' in their age range.
- Teach clearly structured lessons within the curriculum sequence which interest and motivate students.
- Make learning intentions clear and revisit prior learning regularly.
- Use technology to enhance teaching and learning.
- Take responsibility for teaching a class or classes over a sustained and substantial period of time.
- Provide home learning which consolidates and extends work carried out in school and encourages students' to learn independently, in line with departmental policy.
- Work collaboratively with other professionals including support staff to enhance students' learning.
- Select and prepare resources, and plan for their safe and effective organisation, taking into account students' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.

Learning Development

- Contribute to department development time and whole school meetings and events.
- Plan for the deployment of any support staff who are contributing to students' learning.
- Plan opportunities for students to learn in out of school contexts.
- Implement and review the subject evaluation framework in conjunction with department leaders and the wider team.
- Contribute to continuous learning development through personal and collaborative reflection linked to the Teaching and Learning Principles.
- Lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
- Attend and participate in briefings, department development time and whole school meetings.

Monitoring and assessment

- Make appropriate use of monitoring and assessment strategies to evaluate students' progress and intervene and adapt teaching.
- Use monitoring and assessment information to improve planning and teaching in line with whole school policy.
- Effectively assess the extent to which all students have learnt, understood and remembered the content taught, providing immediate and constructive feedback.
- Involve students' in reflecting on, evaluating and improving their own performance and progress.
- Engage in regular subject specific standardisation and moderation to ensure accurate application of assessment criteria.
- Identify and support students' with differing levels of attainment, evaluating the success of interventions for key student cohorts.
- Identify the levels of attainment for students' learning English as an additional language and ensure teaching provides cognitive challenge as well as language support.
- Record student progress and achievements systematically, providing evidence of the range of their work, progress and attainment over time to inform planning.
- Report on students' attainment to parents, carers, other professionals and students' as appropriate.

Behaviour for Learning

- Have high expectations of students and build successful relationships centred on teaching and learning.
- Establish a purposeful learning environment where diversity is valued and where students' feel safe, secure and confident.
- Promote self-regulation and independence that enables students to think for themselves and to plan and manage their own learning.
- Organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- Set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage students' behaviour constructively and promote self-regulation and independence.
- Promote and raise awareness of equality, diversity and inclusion in the classroom and challenge any and all forms of discrimination, bullying or harassment in accordance with the school policy and procedures.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Participate in training, continuous professional development and other learning activities as required including participation in the school's performance development arrangements.
- The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.
- This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Senior Leadership Team as required. Trade union representation will be welcomed in any such discussions.
- To undertake any other duties and responsibilities, which do not change the character and purpose of the post as, may be determined after negotiations between management, the postholder and the appropriate trade union.

The Person

The successful candidate will demonstrate the following:

Minimum Essential Requirements	Method of Assessment
Skills/Knowledge	(e.g. Interview, Application form, test, assessment, etc)
Knowledge of KS3 and KS4 English	Application form, interview
Ability to communicate these skills through maintaining high levels of teaching in the classroom	Application form, interview, portfolio
High level of subject knowledge, and an active interest in maintaining subject knowledge; and using to engage students.	Application form, portfolio, interview
Ability to maintain high standards of student learning and behaviour in the classroom, including an understanding of strategies that will motivate and engage students of all ability levels	Application form, interview
Good ICT skills	Application form, observation portfolio
Ability to work as part of a team	Application form, references
An enthusiasm, commitment and a real desire to work for high standards in English with students of all ages and abilities	Application, interview, references portfolio
An ability and willingness to communicate with parents and carers both orally and in writing	Application, interview
Good communication skills and written English	Application, interview
An ability to organise and manage resources and situations in and out of the classroom	Application, references
Experience/Qualifications/Training etc. (if any)	
QTS	Application form
Graduate in Further/Higher education in English	Application
Recent successful experience of having taught English	Application, references portfolio
Work Related Circumstances (including Working Conditions)	

Tapton school is committed to safeguarding students.
 Student safety and promoting the welfare of our students is our primary concern.
 We adopt a holistic culture of care and expect all our staff to share this commitment.
 We value everyone, care for each other and strive to achieve excellence

The Department

Tapton English Department is a large, enthusiastic and dedicated team of 16 full and part time teachers, who are entirely committed to the creative delivery of an engaging, exciting and enjoyable curriculum. With a shared value on pupil progress in all its forms, we endeavour to deliver lessons which are precisely tailored to the needs of our students, enabling our learners to both excel academically, but also be equipped with the communication strategies they need for life. Our fundamental belief that the study of English Language and Literature enriches life experience lies at the heart of our pedagogy and practice.

We are a highly collegiate, supportive and cohesive team, full of outstanding practitioners who are relentless in the pursuit of excellence. We hold fast to Lemov's view that "teaching, it turns out, is a team sport", and that we get better together, and as such, we have a sharp focus on sharing best practice, departmental CPD and teaching and learning strategies. Working with us will make you a better teacher.

Tapton is a truly comprehensive school, whose students span the full range of abilities. Whilst we are hungry to instil academic rigour, we celebrate success at every level, and delight in the cultural richness our diverse cohort brings to lessons. Supportive leadership, superb students and a warm, friendly team make this an excellent department to be part of.



A Message from our CEO

Welcome to Tapton School Academy Trust (TSAT) and thank you for your interest in joining our organisation. I am the new Chief Executive Officer and I feel incredibly proud to lead to such a wonderfully diverse group of schools, who have people at their heart. We were established in 2011 and operate a family of schools across Sheffield, offering education from early years to sixth form.

We employ over 900 staff and those people are incredibly important to us. One of our key strategic priorities is to make TSAT a 'great place to work' and we are working hard to achieve that. If you work with us, you will receive best-in-class talent management opportunities, to develop yourself and open doors to a wealth of career opportunities within (and outside of) our trust.

We are mindful the workload challenge currently facing the sector, so are focused on reducing workload and creating conditions where our colleagues have fair work/life balance. To do so, we are investing in technology (such as iPads and AI) and creating aligned curricula and assessments, to save our staff time so they can focus more on the things that really matter.

We are at an exciting crossroads in our journey as a multi-academy trust. If you are passionate about working with young people, and love working collaboratively within a team environment, then we'd love to hear from you. If you want to help shape the future of a modern, transformative group of schools, where excellence, innovation and collaboration thrive, you will find a like-minded group of people at TSAT.

Thank you again for your interest in joining us and the best of luck with your application.



Lee Barber CEO



About Tapton School Academy Trust

Tapton School Academy Trust was formed in 2011 and has grown to 9 schools, 5 primary and 4 secondary, providing learning to over 7,500 learners from 2 – 18 and employing over 900 staff.

Children joining the Trust have a broad range of abilities and social backgrounds. We recognise and celebrate different aptitudes and interests and believe that everyone can develop through dedication and hard work, and leave our schools fully prepared for successful lives.

Our Vision To realise the life chances and dreams of every child.

Our Mission To provide a safe place to be; provide great teaching and learning; create an environment where all opportunities are in reach.

Our Values

- A culture of professionalism
- A focus on nurture as well as achievement
- Involvement of the family and wider community in everything we do
- Make visible those who feel invisible through disability, poverty, ethnic or cultural disadvantage
- Mutual support and development
- The health, well-being and safety of all our people.

Our ways of working

- Schools sign up to our 'Mission, Vision and Values' and collaborative ways of working
- Schools collaborate 'in partnership for excellence with TSAT'
- Each has something to bring to the table and can lead on this
- Schools retain their identity and are part of something special
- Differentiated solutions according to support needs
- Mentoring, coaching, directing
- A clear scheme of delegation and decision making to ensure that all our children get the best educational experience.



Our Strategy

The Trust Board are responsible for the schools within the Trust and determine the mission, vision and MAT improvement strategy. Local context and community links are provided by Local Governing Boards.

Our strategic objectives sit within 4 key aims:

Aims	Objectives
Effective Schools	<ul style="list-style-type: none">• Securing high levels of attendance and low levels of persistent absence• Ensure safeguarding policies and practices operate effectively• Build relationships further between schools and vulnerable families• Further focus on vulnerable learners to reduce suspensions and exclusions• Close the attainment gap between disadvantaged learners and other learners.
Outstanding Outcomes	<ul style="list-style-type: none">• Improving the quality of education in each school• Provide learning in every classroom for every learner that is at least good and addresses each learners need• Continue to develop a Trust in which learners achieve high rates of progress.
Sustainable Trust	<ul style="list-style-type: none">• Actively communicate and engage with all stakeholder groups• Continue to ensure best value and use of all resources• Develop revenue raising opportunities• Future proofing buildings and facilities.
A Great Place to Work	<ul style="list-style-type: none">• Continue to build capacity through cross Trust collaboration and support. With an emphasis on improving workload and subject level collaboration to further develop common approaches• Develop a Trust talent management plan. Continue to create opportunities for staff to develop and gain further experience• Develop a succession plan with an emphasis on executive leadership• Further develop our approach to staff wellbeing.

Further information about the Trust, including full governance structure and current performance, is available in our [Annual Report and Accounts](#).

Other Secondary Schools in our Trust

Tapton is one of four secondary schools within our Trust. Here is an overview of each secondary:

Bradfield [Bradfield School - Home](#)

Bradfield is an 11-16 school with around 1100 students, situated in beautiful Peak District surroundings. Our vision is '**where all people thrive**' and we strive to deliver an education that supports students to fulfil their potential, and to be successful, confident people who are equipped to explore what life and the world have to offer.

Our belief is that school should be a fun place to be – where the activities, teaching and facilities foster enthusiasm, enjoyment and strong relationships. Happiness and success at school are closely related and so most of all we want our students to be happy to come to school.

Chaucer [Home - Chaucer School](#)

Chaucer school is an 11-16 school based in the North of Sheffield. Performance is rapidly and continually improving and we place a very strong emphasis on achieving well in the subjects of English, Maths and Science.

Each student is unique and precious to us, and is equally valued for their culture and contribution. Our positive reputation for achievement, care and Positive Discipline is well established. High expectations are instilled in all our students from the start of their time at Chaucer. These include hard work, self discipline, courtesy and respect.

Forge Valley [Forge Valley - Home](#)

Forge Valley is a safe, inclusive learning community where students and staff learn and thrive together. Our ethos is based upon **everyone striving to become their very best**.

As a school we believe that ambition and endeavour provide our students with the mind-set needed, not only to succeed academically, but in adult life in an ever changing modern world. Success at Forge Valley is not just measured in terms of academic performance. We aim to develop our students into reflective, confident, innovative, morally grounded, ambitious and resilient individuals ready to take their part in a dynamic and diverse 21st century.

How to apply

Applications for this role are via the TES website.

If you wish to arrange a visit to Tapton to look round the school and find out more please email ssimmons@taptonschool.co.uk

The closing date for applications 9.00am Monday 16th December

Interviews will be held on Wednesday 18th December 2024

Please note:

- References for short-listed candidates will be requested before the interview.
- Successful applicants will be required to undertake a DBS Enhanced Disclosure check.
- Online google searches will be undertaken on all shortlisted candidates